R E P O R T R E S U M E S

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A SURVEY OF DROP-OUTS AND DISCONTINUING STUDENTS AND THEIR ATTITUDES TOWARD SELECTED ASPECTS OF THE JUNIOR COLLEGE PROGRAM.

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DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *DROPOUT RESEARCH, DROPOUT CHARACTERISTICS, *TRANSFER STUDENTS, STUDENT OPINION,

THIS SURVEY, PREPARED TO DISCOVER HOW TO REDUCE STUDENT DROPOUT RATES, FOUND THE FOLLOWING GENERAL AREAS OF SIGNIFICANT DISSATISFACTION--(1) PERSONAL COUNSELING AND ACADEMIC ADVISEMENT, (2) INSTRUCTION IN FOREIGN LANGUAGES, ENGLISH, AND BUSINESS, AND (3) STUDENT ACTIVITIES. OTHER, LESS CRITICAL AREAS NEEDING IMPROVEMENT WERE ALSO DISCLOSED. TABLES SHOW THE DATA ACCORDING TO AGE, SEX, HIGH-SCHOOL RECORDS, REASONS FOR DROP-OUT OR TRANSFER, AND OTHER CRITERIA. PROGRAMS PLANNED TO CORRECT THE SOURCES OF THESE DISSATISFACTIONS ARE NOT INCLUDED IN THE REPORT. (HH)

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The Report of the

SURVEY OF DROP-OUTS AND DISCONTINUING STUDENTS

OF PALOMAR COLLEGE FOR THE ACADEMIC YEAR 1963-64

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MAY ~ 1965

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A SURVEY OF DROP-OUTS AND DISCONTINUING STUDENTS AND THEIR ATTITUDES TOWARD SELECTED ASPECTS OF THE JUNIOR COLLEGE PROGRAM

A study submitted to the

Board of Governors

and

the President of

Palomar College

by

Dr. John McGeever, Dean of Students

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San Marcos, California

May 15, 1965

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CHAPTER I

INTRODUCTION

This study is addressed to the Governing Board, the President, the Administration, and Faculty of Palomar College, who in the nature of their official duties, are charged with the education of Palomar students.

During the past decade, American education has expanded to an unprecedented extent, not only in the school population, but in all areas. In no area has the expansion been more notable than in the junior colleges. The students who leave the junior colleges either by transfer or by dropping out render it important to seek more effective methods of reducing the mortality rate.

The large increases in enrollments in the past few years indicate that resources for serving college students have had to be, and will continue to have to be increased. There seems little doubt that junior colleges will play a prominent place in this matter of enrolling a large number of these students. It is not enough, though, merely to enroll students, we must give more serious consideration to encouraging capable students to go ahead with their college work than has been given in the past and provide a desirable program for students who do not want more than two years of formal college education.

Many junior colleges have accomplished praiseworthy results in vocational programs for terminal students, but many of the youth enrolled in junior colleges have no desire for vocational

education nor for courses which will prepare them to transfer to four-year institutions. For this group a more comprehensive program in general education is urgently needed.

On the other hand, we have students with unmet needs that we are not serving effectively and as a result, terminate their programs. These students are classified as the Student Mortalities. It is evident that steps should be taken to provide methods for reducing the student mortality rate.

The need for assembling data for developing methods for decreasing student mortality rate, assumes particular significance at this time. It is hoped that this presentation concerning our terminal students, their problems, and a discussion of some of their opinions should prove valuable to educators who may be faced with these problems in the future.

Student Mortality

According to Monroe[1] mortality is usually higher among men, although there are marked institutional differences. The greatest mortality is found in respective order: (1) Freshmen, (2) Sophomores, with highest frequencies at the end of the second and fourth semesters. The type of institution influences mortality. Colleges with high selective standards have about 25 per cent mortality but institutions without adequate standards of selection and orientation average 50 per cent or higher.

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[1] Walter S. Monroe, Ed., Encyclopedia of Educational Research, (New York) Macmillan Co., 1950), p. 1296

Causes of Mortality

It appears that poor scholarship is the most frequent cause of mortality. Also, it is the most reliable since college graduates are the basis of such elimination. Other causes in order of frequencies are: financial difficulties, lack of interest, sickness, disciplinary dismissal, needed at home, death, and miscellaneous reasons including personal reasons, marriage, employment, and others.

Too much reliance cannot be placed upon these causes, because of perfunctory responses to questions regarding withdrawal, and inability to distinguish true cause of superficial difficulties. Important contributing factors which need further study are the effects of campus climate, distance from home, health, age at entrance, reason or purpose for coming to college, and extent of participation in extracurricular activities.

I PURPOSE OF THE SURVEY

This survey was designed to present in convenient form data which may enable the Governing Board, the President, Administration, and the Faculty of Palomar College to understand some of the common problems faced by the Junior College terminal student. In essence, the aims of the survey were:

(a) To review the personal reasons given by the Palomar College terminal student, and

(b) To suggest academic remedies that may aid in reducing the steady student mortality rate.

II SCOPE OF THE STUDY

Data were gathered from students who terminated their education at Palomar College between the Fall semester 1963 and the Spring semester 1964. Most of these students were located in the State of California, a few in other states, and some in the military service.

III PROCEDURES

A questionnaire, designed to elicit data and opinion concerning the student-college relationship during his stay at Palomar between Fall semester of 1963 and the Spring semester of 1964, was mailed to the student at his permanent address. A total of 1,022 questionnaires were mailed to the terminating students and 310 replies were returned.[1] These answers constituted the basis for much of the discussion and evaluation presented in this report.

Data concerning Palomar College students who terminated their education at this institution were gathered on the following topics:

1. Number of semesters in attendance at Palomar
2. Personal history (age, sex, marital status)
3. Reasons for discontinuing at Palomar College
   - (a) financial
   - (b) marriage
   - (c) illness
   - (d) low grades
   - (e) military service
   - (f) not interested in school
   - (g) needed at home
   - (h) moved near another college
   - (i) transferred to another college
   - (j) other reasons

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[1] .Table I, Appendix

4. Please indicate your degree of satisfaction or dissatisfaction in the following areas:
   (a) Administrator-student relations
   (b) How did you like your instructors?
   (c) Counseling for 1. Personal problems
                      2. Academic advisement
   (d) Preparation at Palomar for 1. Transfer to another school.
                                  2. Business career.
                                  3. Technical career or trade.
   (e) Student activities
   (f) Library services
   (g) Bookstore
   (h) Cafeteria

5. Degree of satisfaction with the instruction by subject areas:
   (a) Art
   (b) Biological Science
   (c) Business
   (d) English
   (e) Foreign Language
   (f) Mathematics
   (g) Music
   (h) Physical Education
   (i) Physical Science
   (j) Social Science

In addition to the factual information on the preceding topics, the respondents were asked to indicate what they would say if a person asked their opinion about entering Palomar. Also, there was another open-ended question titled "Other comment".

IV DEFINITIONS

As used in this report, the term drop-out refers to a student who actually left school during the first or second semester.

The term discontinuing student refers to a person who completed one or more semesters and then dropped out or transferred to another institution.

The term terminating student refers to a person in either category that terminated his education at Palomar College.

The term transfer student is a person who has completed one or more semesters at Palomar College and then transferred to another institution.

The term student mortality refers to a withdrawal from college before completion of a curriculum leading towards a degree at Palomar or any other institution.

The term Group 1 refers to the student who has terminated during the Fall semester of 1963.

The term Group 2 refers to the student who has terminated at the end of the Fall semester of 1963.

The term Group 3 refers to the student who has terminated during the Spring semester of 1964.

The term Group 4 refers to the student who has terminated at the end of the Spring semester of 1964.

CHAPTER II

BACKGROUND OF THE TERMINAL STUDENT

Many of the future Palomar College terminating students will be sitting in our classrooms at the beginning of the 1965-66 school year. Every student who shows some tendency towards dropping out or transferring to another institution will be under the guidance and influence of a faculty advisor and a guidance counselor. Whether any of the students in our classrooms leave us depends in part on whether our guidance and our faculty influence are powerful and pervasive enough. Adjustment to a new environment for many Palomar College Freshmen comes easy; while to others it is sometimes a difficult and painful experience. No single explanation can ever be given when the latter occurs. It is almost always due to a combination of contributing factors.

In some instances, the entering Freshman fails to recognize that there exists a gap between the last year of high school and the first year of junior college of such importance that it must be faced squarely and realistically, preferably to enrolling in college. This gap is greater than that existing between any two consecutive years in which a person is enrolled in school. Very few junior college Freshmen are aware of this when they arrive for the Fall orientation program. If this adjustment to his new environment is not accomplished early in his academic career, he becomes a drop-out or a transfer student.

THE DROP OUT

Among the swarms of 18-year-olds who pour onto campuses each autumn, thousands have no notion of why they are in college or what they hope to learn and some really have no business being there at all.[1]

Many drop out before the first year is over - frustrated, disillusioned, feeling like failures before they have had a decent chance to try themselves at something they truly care about. Others struggle along for another year or so and then quit.

The success or failure in college is probably one of the foremost problems confronting every student. There are no perfect methods to predict the degree of success of any student, many factors are involved including high school background, choice of major, ambition, and ability to study.

The steady 60 per cent[2] college drop-out rate may be due in large measure to the unrealistic image of college life which the average freshman carried with him.

Some of the areas of greatest concern, are the familiar problems of homesickness and social difficulties, the effect of too much money and not enough, and the inclination toward early marriage.

Although two-thirds of college drop-outs are failing when they leave, thosewho have studied the matter believe emotional problems usually lie behind these failures.

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1 "No, You Don't Have to Go to College," Changing Times 19:4 (April,1965) p. 7-10.

2 Hechinger, Fred, "Education in Review," The New York Times,(Winter,1964).

Also, the odds are shown to be against the ill-prepared student and the student who by his own choice or under parental pressures enters a college not suited to his needs and qualifications.

In a review of the literature concerning the drop-out student, practically the same reasons seemed to have appeared as far back as 1949-50 in many research studies. A study by Bryant[3] during 1949-50 of the reasons why students withdraw from a junior college, noted that 50 per cent dropped because they did not know what to do and that 51 per cent dropped because of poor scholarship (which tended to overlap several other causes). He mentions that other factors can easily contribute to poor scholarship, thus counseling facilities were recommended as well as curriculum revision.

Reynolds[4] points out that a maximum of ingenuity may be needed to discover the real cause of withdrawal. It is often difficult to learn his true reasons for withdrawal. He may not actually know why he withdrew other than a lack of interest (an explanation which may cover a multitude of reasons) or his reasons for withdrawing may be associated with personal matters which he does not care to discuss.

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3 Girard Thompson Bryant, "Why Our Students Leave School," Junior College Journal, XXI: (Dec.,1950), p. 217.

4 James W. Reynolds, "Responsibility for Drop Outs," Junior College Journal, XXI:6, (Feb.,1951), pp. 323-324.

Crossley,[5] made a study on the personal information received and desired by California Colleges concerning high school graduates. He inquried into reasons why students fail to succeed in college by learning from personnel staffs their opinion concerning the effect of certain student accomplishments, attitudes, and qualities of college work. The colleges believed that in more than 50 per cent of times when students had difficulty in college, it was due to quality of high school work, study habits, seriousness of purpose, initiative, lack of vocational goal and division of time and other activities. However, the colleges found it difficult to answer objectively to this question. UCLA had a comprehensive program of guidance by The Dean of Students but reported they seldom found any of the information in the records although the information reported as highly desirable was: family background, financial condition, student's attitude toward school, character, citizenship, leadership, cooperativeness, dependability, personality, self-interpretation, use of abilities, social adjustment, popularity with peers, and health. A review of the present research by the experts gives us an interesting and refreshing compilation of constructive thinking about the drop-out problem.[6] Edgar Friedenburg argues that, given the occupational and cultural irrelevance of the average school for many students, dropping out may be a more sensible decision than staying in.

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[5] John Biddle Crossley, "A Study of the Personal Information Received and Desired by California Colleges Concerning High School Graduates," University of California at Los Angeles Dissertation for Ed.D. Degree, 1950.

[6] The School Dropout, edited by Daniel Schreiber. Washington: National Education Association, 1964. 214 pp. Reviewed by Myrton A. Packer, Department of Social Sciences, Clemson College, South Carolina in Phi Delta Kappan, May, 1964, pp. 424-425.

Goodman blames the current emphasis on "higher" standards and college preparation for some of the drop-outs. He says, "The improvement of 'academic' standards is a sell, and the bright boys and girls are being had. Some of them know it and balk."

Rohrer's summary of extensive research indicates that many drop-outs evidence personality disorders which may be traced to failure at some point in the individual's psychosocial development. .. He sees this not primarily as a school problem but as a "general social problem." Also, Wrenn's discussion of the relation of the school counselor to the drop-out is sound and constructive, but not new.

The most disappointing papers are those which rehash the administrative contortions advanced in the past - special curricula, summer programs, greater emphasis on reading and communication, etc. Such administrative arrangements are frequently negated by inability of the school to communicate meaningfully with pupils and families directly involved.

In the writer's opinion, whether or not the student became a drop-out 15 years ago or becomes a drop-out at this moment, the element of "desire" is an intangible factor that creates an insatiable yearning for an education, and can easily be linked to many of the reasons given by the student for dropping out of college.

THE TRANSFER STUDENT

The transfer student, who used to be something of a pariah, has come into his own. The sheer weight of numbers has conferred respectability on him. Estimates of this year's transfer students run in excess of 300,000. According to Boroff,[7] the transfer student is no longer viewed with suspicion, because his behavior is regarded as part of the normal pattern of American mobility. Transferring is no longer a sympton of emotional instability or academic insufficiency but rather as evidence of a certain scholastic earnestness.

It is part of the same pursuit of independence that has been such a striking feature of campus life during the last few years . . . The old style used to be that one went submissively to a college for four years, and the really important questions were never asked. Even today, choosing a college initially is likely to be a collaborative process with parents, guidance counselors, and status factors exerting pressure . . . .

Implicated in the increase of transfers is another major shift in higher education - the movement from the country to the city. During the nineteenth century, when a great many colleges were established, there was a tendency to locate schools - especially church-related ones - in the country, far from the corruptions and temptations of the city. It was a charming Rousseauian notion that suited students because college was for them a kind of extended adolescence, a moratorium on adult responsibility. And what could dramatize this

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7 David Boroff, "Our Migrant College Student; NYU: Mecca for Transfers", Saturday Review, (April 17, 1965), pg. 68+.

better than to be away from the great centers of commitment and responsibility?

For most transfer students, the second college of one's choosing is usually like a second marriage; one starts on a lower level of exhilaration, but this time one is determined the union will stick. Although statistics are unavailable, the evidence suggests that the attrition rate for transfers is far lower than national norms.

With the new permissiveness about transferring (students no longer lose credits the way they did), there is a new subculture of academic migrants who move gropingly from place to place.

One of the leading transfer schools in the country, NYU last September admitted 1,008 transfer students out of 2,710 applicants to its five undergraduate colleges. (Palomar College admitted 156 transfer students in the Fall of 1964).

The tuition-free junior colleges are first class, but they bear the curse of homogenity - practically all of their students are from local high schools - and it is precisely the homogeneous campus from which transfer students are in flight. Also, many students transfer, simply to emancipate themselves from family ties. There are occasional students who are too rebellious, or independent, to endure parental regulations. Also, academic factors motivate students to transfer. Some schools are simply too small, their curricular offerings too impoverished, to satisfy keen academic appetites. The transfer student is essentially a sophisticated consumer in the great supermarket of higher education. He would like the wares to be available, but he wants to do the shopping.

Keats,[8] in The Sheepskin Psychosis, takes an unusual view of the college drop-out and transfer problem. According to Keats, the normal student, prodded by his parents into believing he'll have a good job or social status without a degree from a "prestige" college, bright and mature enough to have been admitted in the first place, and at that period of late adolescence when he is questioning old values--now finds that his college courses aren't any more satisfying or challenging than his high school work. He comes to the realization that he doesn't really know why he's in college. Why is such a youngster immature if he decides to quit school, Keats asks. (The transfer is the other side of the drop-out coin, the author says: he doesn't know what he wants either, but thinks he may find it on another campus). As one solution, Keats endorses the relatively new practice of granting leaves of absence to troubled or unsure students--and he thinks it's no waste of daddy's money if they just want to "hack around" Europe for a year or so.

Many students enroll in a junior college with the main idea to transfer as soon as possible - not to go the full two years - but to use it as an interim study program until they can either; improve their grade point average for acceptance, obtain financial assistance, or as a period of adjustment to determine their future goals.

[8] John Keats, The Sheepskin Psychosis (New York: Lippincott, 1965) is due to be published May 17 and was reviewed in The Insider's Newsletter (May 3, 1965), p. 1.

CHAPTER III

GENERAL INFORMATION CONCERNING ALL DROP-OUTS AND DISCONTINUING STUDENTS

Although 1,022 students terminated their education at Palomar in 1963-64 without having been granted the Associate in Arts degree, the instability of the student body during that academic year was not considered unusual. General trends in the PJC school population in 1963-64 were typical of those in previous years. The school population increased each year, but with each increase a larger number of students withdrew from college before they completed organized curricula. In this study, selected characteristics of drop-outs and discontinuing students were identified and tabulated.

Ages, Sex, and Marital Status of Students. The ages of men and women students who withdrew from college prior to graduation are shown in Table II. The heterogeneity of the junior college student population was reflected in the age range of the combined groups. Neither the mean nor median was applicable in the interpretation of this table as the extremes in the distribution tended to distort the computations. Of all men who responded to the questionnaire, 73.5 per cent were from 19 to 22 years of age, and 67.1 per cent of all women were from 18 to 21 years of age. Of the total group, 7.2 per cent of the men and 25.0 per cent of the women were over 30 years of age.

TABLE II

AGES OF DROP-OUTS AND DISCONTINUING STUDENTS

Age	Frequency M	W	Total	Age	Frequency M	W	Total
17		1	1	42		1	1
18	4	6	10	43		2	2
19	31	41	72	44		2	2
20	43	40	83	45		1	1
21	19	15	34	46		2	2
22	18	4	22	47		2	2
23	7	2	9	48		1	1
24	5		5	49			
25	4		4	50	1	2	3
26	3	1	4	51			
27	2	1	3	52	1	3	4
28				53		1	1
29		1	1	54			
30		1	1	55			
31				56			
32		1	1	57		1	1
33	1	3	4	58	1		1
34	2	1	3	59			
35		1	1	60			
36		4	4	61			
37		1	1	62			
38	1	4	5	63			
39	1		1	64			
40	1	3	4	65		1	1
41	1	1	2	66			
				67	1		1

From Table III it may be observed that 66.77 per cent of all students who terminated were single and 28.06 per cent were married. The distribution varied from the total school population of the fall semester of 1963, in which 84.7 per cent were single and 15.3 per cent were married.

In 1963-64 the number of men who terminated their education at PJC was approximately equal to the number of women. This distribution appears in Table IV. A comparison of the reasons for terminating and the attitudes of men and women are presented in Chapter V.

TABLE III

MARITAL STATUS - ALL GROUPS

Group	Per Cent Single	Per Cent Married	Per Cent Divorced	Per Cent No Information
1,2,3,4	66.77	28.06	1.61	3.54

TABLE IV

SEX OF DROP-OUTS AND DISCONTINUING STUDENTS

Group	Per Cent Male	Per Cent Female	Per Cent No Information
1,2,3,4	48.70	49.03	2.25

High School Records of Drop-outs and Discontinuing Students. The records of students who terminated were obtained directly from files in the records office of PJC. Student records were classified as upper 1/3, middle 1/3, and lower 1/3 of high school classes. Table V shows the high school rank of all respondents who had high school transcripts on file. Of that group, 74.68 per cent ranked in the upper 2/3 of their high school classes. Only 25.31 per cent of the total number of respondents had poor high school records.

TABLE V

HIGH SCHOOL RECORDS OF DROP-OUTS AND DISCONTINUING STUDENTS

Group	No. Cases	Per Cent Upper 1/3	Per Cent Middle 1/3	Per Cent Low 1/3
1,2,3,4	241*	39.00	35.68	25.31

*Number of high school records on file.

Semesters of Attendance. Drop-outs and discontinuing students attended from one to eight semesters at PJC. The largest frequency of termination occurred during and at the close of the second semester of attendance. Table VI indicates semesters of attendance of all groups.

TABLE VI

SEMESTERS OF ATTENDANCE - ALL GROUPS

Semester	No. Students	Per Cent
1	66	21.29
2	96	30.96
3	48	15.48
4	45	14.51
5	19	6.12
6	8	2.58
7	3	0.96
8	1	0.32
No. Info.	24	7.74

Major Interest Areas. The areas in which students declared majors are shown in Table VII. Business administration, general education studies, and engineering were high in frequency, however, the wide distribution of majors indicated students were from all departments of PJC.

TABLE VII

STATED MAJORS - DROP-OUTS AND DISCONTINUING STUDENTS

Major	Frequency	Major	Frequency
Accounting	2	Law	4
Agriculture	1	Liberal Arts	10
American Studies	1	Librarianship	3
Anthropology	2	Mathematics	11
Architecture	1	Medicine	4
Art	11	Music	6
Biology	3	Nursing-B.S. Prog.	4
Bus. Admin.	53	Pharmacy	1
Chemistry	4	Physical Education	8
Criminology	2	Physical Science	1
Dentistry	1	Physics	1
Drafting	1	Political Science	1
Electronics	4	Police Science	1
Engineering	20	Psychology	9
English	13	Secretarial Training	14
Forestry	8	Social Welfare	8
French	2	Sociology	4
Gen. Ed. Studies	37	Spanish	4
Geography	1	Speech	4
Geology	1	Teaching: El.	7
German	1	Teaching: H.S. or Coll.	3
History	3	Veterinary Medicine	1
Industrial Arts	1	Zoology	4
Journalism	5	Undecided	2
Lab. Technician	1	No. Information	16

Employment Status of Drop-outs and Discontinuing Students.

Of the 310 cases studied, 57.09 per cent were employed and 42.25 per cent were unemployed. This appears in Table IX. Table VIII indicates the areas in which 177 students were employed. General clerical, military, sales, and secretarial work were areas of highest frequency.

TABLE VIII

*HOW DROP-OUTS AND DISCONTINUING STUDENTS WERE EMPLOYED

Specific Occupation or Field of Employment	Frequency	Specific Occupation or Field of Employment	Frequency
Agriculture	5	Modeling	1
Bartender	1	Nursing	1
Bookkeeper	5	Painter-Industrial	1
Carpenter	2	Personnel Specialist	1
Chemist	1	Photography	2
Construction Work	1	Plastics-Factory Work	2
Data Processing	1	Reporter-Newspaper	4
Dental Assistant	2	Research	1
Dormitory Assistant	2	Sales Work	21
Drafting	1	Secretary	16
Educational Films	1	Sewing(Home)	1
Electronics	7	Teacher Part-time	4
Food Service	8	Telephone Lineman	2
Forest Service U.S.	2	Telephone Operator	1
General Clerical	30	Time Study	1
Lab. Technician	3	Truck Driver	1
Library Work	7	Y.M.C.A. Work	1
Lifeguard	1		
Machinist	7		
Manager Dept. Store	2		
Mechanic	4		
Medical Assistant	1		
Military Service	22		

* 177 cases.

TABLE IX

*EMPLOYMENT STATUS - DROP-OUTS AND DISCONTINUING STUDENTS

Group	Employed Per Cent	Unemployed Per Cent	No Information Per Cent
1,2,3,4	57.09	42.25	0.64

* 310 cases.

It may be observed from Table X that 17.74 per cent stated they were employed in their fields of preparation, and 23.87 per cent of employed former students stated they plan to make careers of present occupations (Table XI). It is obvious that 17.74 per cent of our terminating students had some preparation for their present employment.

TABLE X

STUDENTS EMPLOYED IN FIELDS OF PREPARATION

Group	Yes Number	Yes Per Cent	No or Unemployed Number	Per Cent	No Response Number	No Response Per Cent
1,2,3,4	55	17.74	221	71.29	34	10.96

TABLE XI

STUDENTS WHO PLAN CAREERS IN PRESENT OCCUPATIONS

Group	YES		NO		NO RESPONSE	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1,2,3,4	74	23.87	152	49.03	84	27.09

Of the 310 cases studied, 136 or 43.8[illegible] per cent, stated they expected to enroll at Palomar College at some future date. This appears in Table XII.

TABLE XII

PLAN TO ENROLL AT PALOMAR IN FUTURE

Group	YES		NO		NO RESPONSE	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1,2,3,4	136	43.87	129	41.61	45	14.51

CHAPTER IV

REASONS FOR TERMINATING AND ATTITUDES OF TOTAL GROUP

The primary purpose of this study was to determine why many students terminated their education at Palomar College before they completed the requirements for the Associate in Arts degree.

In order to identify the reasons why students terminated, a portion of the questionnaire was structured, however, students had the opportunity to state other reasons in part 27 of the survey form. The additional, unstructured reasons were tabulated and included with the others in Table XIV.

Reasons for Dropping or Discontinuing. The reasons which former students gave for dropping or discontinuing college appear in Table XIII. Approximately 72 per cent stated they terminated at Palomar for the following reasons: transferred to other institutions, financial problems, low grades, no interest, military service, and illness.

Attitudes Toward Selected Aspects of Junior College. The degrees of satisfactions of the total group of students with various aspects of the total junior college program appear in Table XV. All students did not respond to all items, but most students were satisfied and more than satisfied with all aspects of the total program which appeared in the questionnaire.

The area of greatest satisfaction to the terminating students in Part A of Table XIV was instructor relations (92.82 per cent). This was also reflected by the responses of students to the open-ended questions (66.66 per cent).

The area of least satisfaction to terminating students was academic advisement (71.80 per cent).

About 95 per cent of the respondents were well pleased with the services provided by the library, bookstore and cafeteria.

Instructional areas of great satisfaction were music, physical education, and social science (approximately 91.00 per cent).

As instructional areas were reviewed, the authors were cognizant of the probality that students were more satisfied in elective areas than in those which were required.

Areas of least satisfaction were foreign language, English and business (80.0-83.0 per cent).

TABLE XIII

*STATED REASONS FOR DROPPING OR DISCONTINUING - ALL GROUPS

Reason	Frequency of Reasons	Per Cent of Total Reasons
Financial	61	16.62
Marriage	24	6.53
Illness	27	7.35
Low Grades	35	9.53
Military Service	27	7.35
No Interest	30	8.17
Needed at Home	20	5.44
Moved	10	2.72
Transferred to Other Institutions	85	23.16
Personal Problems at Home	3	0.81
Course Not Available at Palomar	6	1.63
Employment Opportunity	24	6.53
Transportation Problem	2	0.54
Dissastisfied with Instruction at Palomar	3	0.81
Did Not Like Going to College	3	0.81
Found I Was Unprepared for College Work	4	1.08
Completed Courses in Area of Major Interest	3	0.81

* 367 stated reasons.

TABLE XIV

ATTITUDES TOWARD SELECTED ASPECTS OF JUNIOR COLLEGE

GROUP 1 + 2 + 3 + 4

Area	Number Students	*Per Cent Well Satisfied	*Per Cent Satisfied	*Per Cent Not Satisfied
A. General Areas				
Administrator Student Rel.	279	46.95	45.87	7.16
Instructor Relations	300	52.33	44.00	3.33
Counseling - Personal	190	35.26	49.47	15.26
Counseling - Academic Advisement	259	32.81	38.99	28.18
Preparation for Transfer	202	44.05	44.55	11.38
Preparation for Business Career	124	39.51	50.80	9.67
Preparation for Technical Career	102	32.35	47.05	10.78
Student Activities	231	25.97	55.41	18.61
Library Service	287	56.44	38.32	5.22
Bookstore Service	294	53.74	40.47	5.78
Cafeteria Service	272	56.25	39.70	4.04
B. Instructional Areas				
Art	89	41.57	49.43	8.98
Biological Science	159	51.57	40.25	8.17
Business	126	43.65	39.68	16.66
English	267	54.68	26.59	18.72
Foreign Language	122	39.34	40.98	19.67
Mathematics	164	48.78	42.68	8.53
Music	86	63.95	31.39	4.65
Physical Education	218	50.00	42.20	7.79
Physical Science	158	49.36	41.13	9.49
Social Science	192	41.66	50.52	7.81

* Per cent of total respondents to each category.

Responses to Open-ended Questions. The 417 responses to open-ended questions were classified according to the subjects on which students gave opinions. Each group was then divided into favorable and unfavorable comments. The responses which did not fit into specific categories were included in the group Palomar in General of Table XV.

TABLE XV

SUMMARY OF ATTITUDES EXPRESSED TO OPEN-ENDED QUESTIONS

GROUP 1 + 2 + 3 + 4

Area	No. Responses	*Per Cent Favorable	*Per Cent Unfavorable
Opinions Concerning -			
Administration	17	47.05	52.94
Faculty	99	66.66	33.33
Curricula	34	64.70	35.29
Counseling	16	56.25	43.75
Activities	17	23.52	76.47
Other J.C. Students	38	42.10	57.89
Palomar In General	196	95.40	4.59

The primary purpose of this study was not to evaluate the administrative operation of the College or the quality of instruction in the various departments. We were, however, concerned with the attitudes of students toward selected aspects of the junior college program and any relationships those attitudes had to the instability of the junior college student population.

General unfavorable attitudes expressed to open-ended questions when coupled with dissatisfactions in similar areas of the structured portion of the questionnaire were regarded as meaningful. The same may be said concerning favorable comments to open-ended questions coupled with satisfactions in similar areas of the questionnaire.

From the information provided by the study it was obvious that the total PJC image in the eyes of the terminating students was exceedingly good, however, in certain areas considerable dissatisfaction was noted. The extent to which those dissatisfactions affected terminations of students was impossible to determine. It was considered important that most of the students who transferred to other institutions as well as those who terminated for other reasons regarded the College with high esteem.

The following responses, which have been grouped by categories as shown in Table XV, were made by students to the open-ended questions:

<u>Administration - Favorable.</u>

*R. 1. - "I recommend Palomar without hesitation. I was disqualified from a four-year school and recuperated at Palomar. The personal attention I received, both from the administration and faculty was invaluable."

R. 2. - "I would strongly advise it. Palomar is still small enough to enable a very good student-instructor, as well as a student-administration relationship."

R. 3. - "Palomar is very good in most fields. Student government is fun and is not difficult to get into. Administration and counselors are wonderful."

*Responses are numbered for reference only.

R. 4. -"Palomar is as fine a junior college as exists in the state. The administration has capably coped with the problems that are the plight of junior colleges, and while not completely solving these problems, has gone a long way toward making Palomar a fine institution which affords vast educational opportunities for those individuals who are willing to take advantage of them."

Administration - Unfavorable.

R. 5. -"Palomar College needs more rigid standards as to dress and conduct on campus."

R. 6. -"Bus transportation should be provided for the entire district. This would solve the problem of over-crowded buses."

R. 7. -"Counselors should have as their only job counseling. They should not be burdened with preparing for classes."

R. 8. -"The school lacks in counseling because: 1. They seem to hurry this. 2. They let students have their own way too often. 3. They don't seem to be prepared or don't have the time to advise and get students into courses they will be able to handle."

Faculty - Favorable.

R. 9. -"Palomar College is, in my opinion, one of superior rating - both socially and academically. Those students who are located near Palomar should consider themselves extremely fortunated to have such a college available to them. I found the instructors at Palomar College to be not only of superior intelligence, but most important capable of transmitting their subjects to the students."

R. 10. -"This is a very good school and has real good instructors in most all the subjects."

R. 11. -"The instructors are very good and you can get personal instruction which you would not receive at a four-year college."

R. 12. -"Palomar is great. The faculty is top-notch. The classes are small enough that you can receive personal attention."

Faculty - Unfavorable.

R. 13. -"Educators at Palomar range from superior to idiotic, mostly superior. It's unfortunate that Palomar tolerates some instructors that are very poor in their fields because of old age or just plain incompetency."

R. 14. -"The instructors are not the best and need improving for teaching and being closer to the student. The schedule of the school is also poor."

R. 15. -"I think there are a few teachers who could be replaced by more adequate instructors."

R. 16. -"It's O.K. if you don't listen too closely to some of the slanted views of the history teachers. The courses will get you transferred to other schools. The faculty and student relationship is terrible, but of course, that may have changed."

Curricula - Favorable.

R. 17. -"Palomar is an excellent school. In most cases, I would say an individual would be better off attending Palomar before transferring. Attending Palomar is a good test and way to develop the basic skills in major fields."

R. 18. -"You can take courses of your choice and know you're getting the equivalent of other colleges' parallel subjects. I recommend Palomar--my time there has been well worth while."

R. 19. -"Palomar is a very good J.C., providing satisfactory and adequate scholastic stimulation for those who are interested in transferring to major four year colleges. It is also good for those who are not concerned with obtaining an extensive higher education."

R. 20. -"I enjoyed attending PJC very much and feel that my period of attendance prepared me well for my present school."

Curricula - Unfavorable.

R. 21. -"I was not pleased with the moral level of teaching in some of the classes. One reading assignment was, "Day of the Locust". I am sure there are better and more moral books that can be assigned for English."

R. 22. -"Palomar College provides two good years but because of the changes it makes every year in subject areas, it is not well oriented toward transfer to another college."

R. 23. -"Palomar is an excellent place to start college even for just one year. It's not exceptionally hard and you can get your academic requirements out of the way for the most part. One bad point, however, it doesn't teach you to discipline yourself to much extent. Students tend to get away with too much."

R. 24. -"I wish I was still at Palomar. If there was a nursing program, I would be."

Counseling - Favorable.

R. 25. -"I think it's a good school.There are not too many recreational activities. You either get your studies or not. But there is a wonderful counseling service that will help you. I like the school and I would recommend it to anyone wanting to further his education."

R. 26. -"Teacher-student relationship great. I would recommend any new student to be counseled by _____. He is a great man, and takes great interest in your personal problems."

R. 27. -"Instructors I have had were certainly devoted to their work. Advisors cleared up problems for me quickly and clearly."

R. 28. -"I feel as do many others that _____ has contributed immeasurably in helping students give serious consideration to their future, and starting them in the right direction."

Counseling - Unfavorable.

R. 29. -"The students would be greatly benefited if more effort were spent on counseling, especially in regard to how a student should plan his courses to transfer to another college."

R. 30. -"The advising program is very poor because the advisors are not informed."

R. 31. -"Although academic counseling service at Palomar could, and should be improved, the administration itself does an excellent job in allowing academic freedom and in providing an educational and intellectual atmosphere."

R. 32. -"Palomar has a very fine academic environment although the counseling program leaves something to be desired."

Activities -- Favorable.

R. 33. -"It is a good school, and very up to date. They have a lot of student activities with a good book store, and library. The teachers are not too bad as a whole."

R. 34. -"Students who take part in student activities as a rule seem to do better and go farther in school."

R. 35. -"Palomar is a very well qualified junior college. The staff of teachers for the most part are very good and helpful. The activities are also satisfactory."

R. 36. -"It is a good preparation if you get the right instructors - there is a difference. Be sure to get into the student activities - they won't be anything you don't make them - go to the orientation in student government in order to meet students from other areas."

Activities - Unfavorable.

R. 37. -"As far as academics go, Palomar is a good school; but the student activities and school spirit are poor. Activities for many students are important, and were not very well explained or publicized."

R. 38. -"Palomar is a very good school for study purposes. I do not believe the student activities are on a mature enough level for the college age student. Most are on the high school level."

R. 39. -"I dislike the general atmosphere of the college. The students, not all of them, but a good many seemed more concerned with their social events than their studies."

R. 40. -"Campus social life and school spirit were not good."

Other J. C. Students - Favorable.

R. 41. -"I do wish I could return and finish as I enjoyed my association with other students and the faculty."

R. 42. -"All students should appreciate the student-teacher relationship at Palomar. Everyone will after leaving and going to a large college."

R. 43. -"I am most enthusiastic about my exceptionally competent and interesting instructor _____, as well as the healthy attitude of the pupils with whom I came in contact."

R. 44. -"At Palomar people can know people as they are: students, instructors, and everyone. Life abounds through this special interaction."

Other J. C. Students - Unfavorable.

R. 45. -"Academically speaking, Palomar is a good college, but I think too many students are there for reasons other than getting an education, such as draft-dodging young men and husband-seeking girls."

R. 46. -"The only drawback is the lack of competition from the many aimless students who attend Palomar. This results in a lack of initiative."

R. 47. -"In the classes I took, I was amazed at the lack of interest on the part of the students. I frequently wondered why they bothered to take courses at all. There is very little intellectual stimulation from other students."

R. 48. -"Most kids go there to smoke, drink, and be big shots. There are too many distractions. It's like a high school only with ash-trays."

Palomar in General - Favorable.

R. 49. -"If it were not for my valuable experience at Palomar, it is doubtful I would have attempted to graduate from San Diego State. I hope to have my A. B. degree by August, 1965. One son has also taken work at Palomar, and two more sons are coming."

R. 50. -"I especially enjoyed Palomar's lecture series, the wonderful language department, and being able to become acquainted with many foreign students at Palomar. The free bus service to and from the college was the biggest privilege for one who doesn't drive. However, certain classes were a complete waste, such as the health education class. Other areas where I had no interest previously became interesting through the teaching of several wonderful instructors."

R. 51. -"This is one of the best junior colleges in the country; you can't go wrong attending there."

R. 52. -"Anyone seeking a higher education would be highly rewarded by spending their first two years at Palomar. The friendly atmosphere, and the nice rapport between

students and teachers all give the individual the best chance to succeed. The individual attention, often missing in large universities and colleges that exists in Palomar, tends to make one feel at home and to try harder than he might otherwise."

Palomar in General - Unfavorable.

R. 53. -"I feel dormitory facilities should be provided to give the student a feeling he is in a college and not still in high school."

R. 54. -"To me and to most of the people I know that went to Palomar it was just like a big high school."

R. 55. -"If it is at all possible, go to a state college. Because they have more to offer in every way."

R. 56. -"It is a good school for only general education courses. As far as technical and career courses, they offer nothing."

CHAPTER V

REASONS GIVEN FOR TERMINATING COLLEGE AND ATTITUDES OF MEN AND WOMEN

The number of men who responded to the questionnaire was approximately equal to the number of women. Responses of the two groups were compared to determine if differences existed in either attitudes toward PJC or reasons for terminating.

Comparison of Stated Reasons for Dropping or Discontinuing. Men and women terminated their attendance at PJC for similar reasons (Table XVI), however, there was considerable variation in frequency when expressed in per cents. According to their statements, approximately 72 per cent of the women terminated because of transferring to another institution, financial problems, marriage, no interest, and illness. More than 64 per cent of the men gave the following reasons for terminating: financial, transfer to other institutions, military service, and low grades. Among other differences, it was noted that a larger per cent of women than men terminated in order to enroll in other institutions; but a larger percentage of men than women had financial problems.

Attitudes of Men and Women. There were differences in the attitudes of men and women toward various aspects of the total junior college program (Table XVII).

It was observed that men expressed considerable satisfaction in all of the general areas with the exception of academic

advisement, and student activities. Women indicated notable satisfaction in all of the general areas with the exception of academic advisement, personal counseling, student activities, and preparation for transfer.

Men students were satisfied with all of the instructional areas; but they expressed less satisfaction with business, foreign languages, and English, in that order.

Women students were well pleased with all of the instructional areas; but expressed least satisfaction in order of frequency with English, foreign language, and business.

In general, terminating students expressed greatest dissatisfaction with English, foreign language, and business. In fifteen of the twenty-one areas, a greater percentage of women expressed more dissatisfaction than men.

TABLE XVI

COMPARISON OF STATED REASONS FOR DROPPING OR DISCONTINUING

MEN AND WOMEN

Reason	MEN Frequency	MEN *Per Cent	WOMEN Frequency	WOMEN *Per Cent
Financial	43	20.67	18	11.32
Marriage	6	2.88	18	11.32
Illness	10	4.80	17	10.69
Low Grades	24	11.53	11	6.91
Military Service	27	12.98		
No Interest	12	5.76	18	11.32
Needed at Home	6	2.88	14	8.80
Moved	4	1.92	6	3.77
Transfer to Other Institution	41	19.71	44	27.67
Personal Problems at Home	2	0.96	1	0.62
Courses Not Available at Palomar	1	0.48	5	3.14
Employment Opportunity	17	8.17	7	4.40
Transportation Problem			2	1.25
Dissatisfied with Instruction at Palomar	1	0.48	2	1.25
Did Not Like Going to College	2	0.96	1	0.62
Unprepared for College Work	2	0.96	2	1.25
Completed Courses in Area of Major Interest			3	1.88

*Per Cent of Group.

TABLE XVII

ATTITUDES TOWARD SELECTED ASPECTS OF JUNIOR COLLEGE - MEN AND WOMEN

Area	MEN *Number	MEN Per Cent Well Satisfied	MEN Per Cent Satisfied	MEN Per Cent Not Satisfied	WOMEN *Number	WOMEN Per Cent Well Satisfied	WOMEN Per Cent Satisfied	WOMEN Per Cent Not Satisfied
A. General Areas								
Administrator-Student Relations	144	45.83	47.22	6.94	134	47.76	44.76	7.46
Instructor Relations	151	53.64	43.70	2.64	148	51.36	44.59	4.05
Counseling-Personal	109	34.86	53.21	11.92	80	36.25	45.00	18.75
Counseling-Academic Advisement	133	37.59	33.08	29.32	125	28.00	45.60	26.40
Prep. for Transfer	112	51.78	38.39	9.82	90	34.44	52.22	13.33
Prep. for Business Career	66	34.84	56.06	9.09	58	44.82	44.82	10.34
Prep. for Technical Career	64	34.37	51.56	14.06	28	39.28	53.57	7.14
Student Activities	128	28.12	50.78	21.09	103	23.30	61.16	15.53
Library Service	144	56.94	40.27	2.77	143	55.94	36.36	7.69
Bookstore Service	146	48.63	43.15	8.21	148	58.78	37.83	3.37
Cafeteria Service	138	52.89	43.47	3.62	134	59.70	35.82	4.47

TABLE XVII (Continued)

Area	MEN *Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied	WOMEN * Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied
B. Instructional Areas								
Art	40	35.00	57.50	7.50	48	45.83	43.75	10.41
Biological Science	84	52.38	40.47	7.14	75	50.66	40.00	9.33
Business	61	34.42	45.90	19.67	66	53.05	33.33	13.63
English	140	52.85	32.14	15.00	126	57.14	20.63	22.22
Foreign Language	53	47.16	35.85	16.98	69	33.33	44.92	21.73
Mathematics	106	55.66	35.84	8.49	58	36.20	55.17	8.62
Music	37	56.75	37.83	5.40	49	69.38	26.53	4.08
Physical Education	116	49.13	43.96	6.89	102	50.98	40.19	8.82
Physical Sciences	98	56.12	35.71	8.16	60	38.33	50.00	11.66
Social Sciences	96	41.66	51.04	7.29	96	41.66	50.00	8.33

* Number of respondents to each item.

Single Men and Women. In the group studied, the ratio of single men to married men was approximately 4 to 1; and the ratio of single women to married women was almost 3 to 2 (Table XVIII).

TABLE XVIII

MARITAL STATUS OF MEN AND WOMEN

GROUP 1 + 2 + 3 + 4

Sex	Single Per Cent	Married Per Cent	Divorced Per Cent
Male	80.82	18.49	0.68
Female	58.16	39.21	2.61

Ages of Single Men and Women. Most single men who terminated were from the age 19 to age 22, but the ages of married men who terminated varied from 19 to 67 (Table XIX), and were not concentrated in any well-defined age bracket.

Most single women who terminated were from 19 to 21 years of age with the range from 17 to 46 (Table XX). About one-third of the married women were less than 22 years of age with the range from 18 to 65.

TABLE XIX

COMPARISON OF AGES - SINGLE AND MARRIED MEN

GROUPS 1 + 2 + 3 + 4

Age	Single	Married	Age	Single	Married
18	4		43		
19	28	3	44		
20	39	2	45		
21	17	2	46		
22	15	3	47		
23	5	1	48		
24	2	3	49		
25	2	2	50		1
26	2	1	51		
27			52		1
28			53		
29			54		
30			55		
31			56		
32			57		
33		1	58		1
34		1	59		
35			60		
36			61		
37			62		
38		1	63		
39			64		
40			65		
41		1	66		
42			67		1

TABLE XX

COMPARISON OF AGES - SINGLE AND MARRIED WOMEN

GROUPS 1 + 2 + 3 + 4

Age	Single	Married	Age	Single	Married
17	1		41		1
18	4	2	42		1
19	33	8	43		2
20	29	11	45	1	
21	12	3	46	1	1
22	4		47		2
23	1	1	48		1
24			49		
25			50		2
26	1		51		
27			52		3
28			53		1
29			54		
30		1	55		
31			56		
32		1	57		1
33		3	58		
34	1		59		1
35	1		60		
36		4	61		
37		1	62		
38	1	3	63		
39			64		
40		2	65		1

Stated Reasons for Terminating - Single Men and Women.

Approximately 73.0 per cent of the single men gave the following reasons for terminating: transfer to other institutions, financial, military service, and low grades (Table XXI).

Of the single women, 65.0 per cent stated they terminated for the following reasons: transfer to other institutions, no interest, and financial.

TABLE XXI

STATED REASONS FOR DROPPING OR DISCONTINUING - SINGLE MEN AND WOMEN

Reason	MEN Frequency	MEN *Per Cent	WOMEN Frequency	WOMEN *Per Cent
Financial	33	22.00	15	13.88
Illness	6	4.00	6	5.55
Low Grades	20	13.33	8	7.40
Military Service	24	16.00	0	0.00
No Interest	12	8.00	18	16.66
Needed at Home	4	2.66	6	5.55
Moved	4	2.66	6	5.55
Trans. to other College	33	22.00	38	35.18
Personal Problems at Home	2	1.33	0	0.00
Courses Not Available at Palomar	0	0.00	1	0.92
Employment Oppor.	8	5.33	3	2.77
Transportation Prob.	1	0.66	0	0.00
Dissatisfied with Instruction	0	0.00	1	0.92
Did Not Like Going to College	2	1.33	1	0.92
Found I Was Unprepared	1	0.66	2	1.85
Completed Courses in Area of Major Interest	0	0.00	3	2.77

*Computed on basis of frequency in applicable group.

Employment Status of Married Men and Women. Of the married group who terminated, 60.0 per cent of the women and 22.22 per cent of the men were unemployed at the time the study was made (Table XXII).

TABLE XXII

EMPLOYMENT STATUS OF MARRIED MEN AND WOMEN

GROUP 1 + 2 + 3 + 4

Sex	Per Cent Employed	Per Cent Unemployed
Male	77.77	22.22
Female	30.00	60.00

CHAPTER VI

REASONS GIVEN FOR TERMINATING COLLEGE AND ATTITUDES OF DROP-OUTS AND DISCONTINUING STUDENTS

In this study a drop-out was defined as a student who withdrew from all classes during a semester, and a discontinuing student was defined as a student who terminated at the end of any semester, but who did not complete the requirement for the Associate in Arts degree. All drop-outs during the fall and spring semesters were included in group 1 and 3. All discontinuing students who either terminated at the end of the fall or spring semester were included in group 2 and 4.

Comparison of Reasons for Terminating. The reasons why drop-outs and discontinuing students terminated were compared in Table XXIII. The reasons given by drop-out students were in order of frequency: financial, employment opportunity, illness, low grades, and military service. The reasons given by discontinuing students, in order of frequency, were: transfer to other institutions, financial, no interest, and low grades.

TABLE XXIII

COMPARISON OF STATED REASONS FOR DROPPING OR DISCONTINUING GROUP 1 + 3 AND GROUP 2 + 4

Reason	Group 1 + 3 Frequency	*Per Cent	Group 2 + 4 Frequency	*Per Cent
Financial	18	16.82	43	17.20
Marriage	8	7.47	16	6.40
Illness	13	12.14	14	5.60
Low Grades	11	10.28	24	9.60
Military Service	11	10.28	16	6.40
No Interest	4	3.73	26	10.40
Needed at Home	7	6.54	13	5.20
Moved	5	4.67	5	2.00
Transfer to Other College	6	5.60	79	31.60
Personal Problems at Home	2	1.86	1	0.40
Course Not Available at Palomar	3	2.80	3	1.20
Employment Oppor.	16	14.95	8	3.20
Transportation Prob.	1	0.93	1	0.40
Dissatisfied with Instruction at Palomar			3	1.20
Did Not Like Going to College			3	1.20
Found I Was Unprepared for College	2	1.86	2	0.80
Completed Courses in Area of Major Interest			3	1.20

*Per cent of group.

Attitudes of Drop-outs and Discontinuing Students. Group 1 and 3 expressed satisfaction with all of the general aspects of the junior college program which were included in the questionnaire (Table XXIV). Least satisfaction was notable in the general areas of counseling- personal, preparation for technical career, student activities, counseling-academic, and preparation for business career.

From the nature of the responses it was apparent that Group 2 and 4, although well pleased with PJC, were least satisfied with the general areas of counseling-academic, student activities, counseling-personal, preparation for transfer, and preparation for a technical career (Table XXIV).

Although they expressed general satisfaction in all academic areas, Group 1 and 3 expressed least satisfaction with English, foreign language, biological science, and mathematics (Table XXIV).

Group 2 and 4 expressed most dissatisfaction in the following academic areas: foreign language, business, English, physical science, and art.

The combined groups expressed most dissatisfaction in the following areas: English, foreign language, and business.

TABLE XXIV

ATTITUDES TOWARD SELECTED ASPECTS OF JUNIOR COLLEGE - GROUP 1 + 3 AND GROUP 2 + 4

Area	Group 1 + 3 Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied	Group 2 + 4 Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied
A. General Areas								
Administrator-Student Relations	78	46.15	46.15	7.69	201	47.26	45.77	6.96
Instructor Relations	83	50.60	42.16	7.22	217	52.99	44.70	2.30
Counseling-Personal	49	46.93	36.73	16.32	141	31.20	53.90	14.89
Counseling-Academic	65	47.69	38.41	13.84	194	27.83	39.17	32.98
Prep. for Transfer	44	45.45	50.00	4.54	158	43.67	43.03	13.29
Prep. for Business Career	32	46.87	40.62	12.50	92	36.95	54.34	8.69
Prep. for Technical Career	25	24.00	60.00	16.00	67	40.29	49.25	10.44
Student Activities	53	22.64	62.26	15.09	178	26.96	53.37	19.66
Library Service	74	70.27	27.02	2.70	213	51.64	42.72	6.10
Bookstore Service	79	58.22	34.17	7.59	215	52.09	42.79	5.11
Cafeteria Service	70	61.42	34.28	4.28	202	54.45	41.58	3.96

TABLE XXIV (Continued)

Areas	Group 1 + 3				Group 2 + 4			
	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied
B. Academic Areas								
Art	22	50.00	45.45	4.54	67	38.80	50.74	10.44
Biological Science	40	45.00	42.50	12.50	119	53.78	39.49	6.72
Business	38	50.00	42.10	7.89	88	40.90	38.63	20.45
English	69	50.72	28.98	20.28	198	56.06	25.75	18.18
Foreign Language	27	44.44	40.74	14.81	95	37.89	41.05	21.05
Mathematics	40	50.00	40.00	10.00	124	48.38	43.54	8.06
Music	26	61.53	34.61	3.84	60	65.00	30.00	5.00
Physical Education	52	51.92	44.23	3.84	166	49.39	41.56	9.03
Physical Science	38	55.26	39.47	5.26	120	47.50	41.66	10.83
Social Science	50	38.00	56.00	6.00	142	42.95	48.59	8.45

Comparison of High School Records. When the high school records of Group 1 and 3 were compared with those of Group 2 and 4, the absence of differences were significant. Approximately three-fourths of both groups ranked in the upper two-thirds of their high school classes.(Table XXV).

TABLE XXV

COMPARISON OF HIGH SCHOOL RECORDS

GROUP 1 + 3 AND GROUP 2 + 4

Group	No. Cases	Per Cent Upper · 1/3	Per Cent Middle 1/3	Per Cent Low 1/3
1 + 3	63	31.74	42.85	25.39
2 + 4	178	41.57	33.14	25.28

CHAPTER VII

ATTITUDES OF STUDENTS WHO TRANSFERRED TO OTHER INSTITUTIONS

According to the statements made by all respondents, approximately 23 per cent of them terminated at PJC to transfer to other institutions. As this reason for terminating was highest in frequency, a limited study was made to identify characteristics of this group pertinent to the investigation.

Semesters of Attendance at PJC. Students who transferred attended PJC from 1 to 8 semesters (Table XXVI). It was not unexpected that a relatively large number (37.64 per cent) transferred after four or more semesters, however, these students terminated without receiving the Associate in Arts degree. Most students (62.35 per cent) transferred after having attended three or fewer semesters. Of the students who transferred, 36.47 per cent terminated after having attended two semesters, and 20.00 per cent terminated after having attended four semesters.

Institutions to Which Students Transferred. Drop-outs and discontinuing students transferred to a wide variety of other institutions (Table XXVII). About the same number transferred to the University of California as to other junior colleges. More students (48.23 per cent) transferred to state colleges than to any other type of institution, and most of these transferred to San Diego State College. Other students transferred to independent colleges and vocational schools.

TABLE XXVI

SEMESTERS AT PALOMAR - DROP-OUTS AND DISCONTINUING STUDENTS WHO TRANSFERRED TO OTHER INSTITUTIONS

Semester	Number	Per Cent	Number	Per Cent
1	6	7.05		
2	31	36.47		
3	16	18.82	53	62.35
4	17	20.00		
5	11	12.94		
6	2	2.35		
7	2	2.35	32	37.64
Total	85		85	

Comparison of Attitudes of Students Who Tranferred. When the attitudes of the "Three-or-Less-Semester" group were compared with the "Four-or-More-Semester" group (Table XXVIII), a number of important differences were noted.

Both groups expressed more satisfactions than dissatisfactions in both the general and academic areas. The "Three-or-Less-Semester" group expressed least satisfaction in the general areas with counseling-academic, and student activities. The "Four-or-More-Semester" group stated they were least satisfied with counseling-academic, and counseling-personal. In terms of per cents, the "Four-or-More-Semester" group was more dissatisfied with counseling in general than the "Three-or-Less-Semester" group.

The "Three-or-Less-Semester" group was apparently well satisfied with all academic areas except foreign language, art, English, and physical science.

The "Four-or-More-Semester" group expressed considerable dissatisfaction with business, English, foreign language, and physical science.

TABLE XXVII

*INSTITUTIONS TO WHICH DROP-OUTS AND DISCONTINUING STUDENTS TRANSFERRED

Institution	Frequency	Type of School Total	Per Cent
A. University of California			
Davis	1		
Los Angeles	2		
Riverside	3		
Santa Barbara	4		
Total		10	11.76
B. State Colleges			
Cal. Poly.	3		
Humbolt	2		
Long Beach	5		
San Diego	29		
San Jose	2		
Total		41	48.23
C. Independent Colleges			
Cal. Tech.	1		
Cal. Western	3		
Claremont Men's College	1		
L. A. Baptist	1		
Univ. of San Diego Men's College	3		
Univ. of Southern Calif.	2		
Westmont	1		
Total		12	14.11
D. Junior Colleges			
Coalinga	1		
Oceanside-Carlsbad	2		
Pasadena	1		
Santa Barbara	1		
San Diego City	4		
San Mateo	1		
Total		10	11.76
E. Other			
James Hall -Beauty	1		
Kelsey-Jenny -Business	3		
Knapp-Nursing	1		
L. A. County General - Nursing	1		
Total		6	7.05
F. Out of State	6		
Total		6	7.05

* 85 cases.

TABLE XXVIII

ATTITUDES TOWARD SELECTED ASPECTS OF JUNIOR COLLEGE - STUDENTS WHO TRANSFERRED

	Attended Three Semesters or Less				Attended Four Semesters or More			
	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied
A. General Areas								
Administrator-Student Relations	48	41.66	45.83	12.50	32	62.50	34.37	3.12
Instructor Relations	52	48.07	51.92	0.00	32	59.37	37.50	3.12
Counseling-Personal	34	32.35	55.88	11.76	19	31.57	47.36	21.05
Counseling-Academic	50	28.00	40.00	32.00	30	33.33	16.66	50.00
Prep. for Transfer	49	38.77	53.06	8.16	32	65.62	21.87	12.50
Prep. for Business Career	10	40.00	50.00	10.00	8	50.00	37.50	12.50
Prep. for Technical Career	9	55.55	33.33	11.11	7	14.28	61.42	14.28
Student Activities	47	25.53	48.93	25.53	26	26.92	57.69	15.38
Library Service	53	39.62	47.16	13.20	31	48.38	45.16	6.45
Bookstore Service	53	39.62	50.94	9.43	31	45.16	54.83	0.00
Cafeteria Service	47	46.80	48.93	4.25	30	63.33	33.33	3.33

TABLE XXVIII (Continued)

Area	Attended Three Semesters or Less				Attended Four Semesters or More			
	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied	Number	Per Cent Well Satisfied	Per Cent Satisfied	Per Cent Not Satisfied
B. Academic Areas								
Art	12	41.66	33.33	25.00	13	46.15	53.84	0.00
Biological Science	29	55.17	37.93	6.89	26	53.84	46.15	0.00
Business	8	37.50	50.00	12.50	13	23.07	46.15	30.76
English	48	60.41	22.91	16.66	31	61.29	19.35	19.35
Foreign Language	24	37.50	66.66	29.16	21	52.38	28.57	19.04
Mathematics	22	45.45	50.00	4.45	20	55.00	45.00	0.00
Music	12	58.33	33.33	8.33	13	61.53	38.46	0.00
Physical Education	45	46.66	46.66	6.66	25	52.00	40.00	8.00
Physical Science	30	30.00	53.33	16.66	25	44.00	40.00	16.00
Social Science	34	41.17	52.94	5.88	28	53.57	42.85	3.57

High School Records and Semesters at PJC. It is apparent from Table XXIX that most of the students who transferred (55.26 per cent) were in the upper one-third of their high school classes. Approximately 43.0 per cent of the students who transferred did so after attending PJC two semesters, and approximatley 82.0 per cent had transferred by the end of two academic years.

TABLE XXIX

SEMESTERS AT PALOMAR AND HIGH SCHOOL RECORDS OF *STUDENTS WHO TRANSFERRED TO OTHER INSTITUTIONS

Semesters	Upper 1/3 No.	Upper 1/3 Per Cent	Middle 1/3 No.	Middle 1/3 Per Cent	Lower 1/3 No.	Lower 1/3 Per Cent	No. Info. No.	No. Info. Per Cent
1	2	2.35					4	4.70
2	20	23.52	3	3.52	3	3.52	5	5.88
3	8	9.41	4	4.70	1	1.17	3	3.52
4	11	12.94	3	3.52	2	2.35	1	1.17
5	4	4.70	6	7.05	1	1.17		
6	1	1.17	1	1.17				
7	1	1.17					1	1.17
Total	47	55.26	17	19.96	7	8.21	14	16.43

* 85 cases.

APPENDIX

TABLE I

QUESTIONNAIRES MAILED AND RETURNED

Group	No. Mailed	Returned	Per Cent Returned
Group 1	156	50	32.05
Group 2	293	79	26.96
Group 3	134	36	26.86
Group 4	439	143	32.57
Group(un-identified)		2	
Total	1,022	310	30.33

PALOMAR COLLEGE SURVEY

PLEASE ANSWER ALL QUESTIONS APPLICABLE TO YOU. YOUR NAME IS NOT REQUIRED.

(1) Are you employed? Yes---No---(2) Type of work?----------(5)Age-----

(7) Male--Female--(8)Single--Married--Divorced--(9)Semesters at Palomar---

(10) What was your major field of study? ----------

(13) Are you working in the occupation for which you prepared in school? Yes--- No---

(14) Do you plan to make a career of your present occupation? Yes---No---

(15) Do you plan to re-enter Palomar College at some future date?Yes--No--

Why did you discontinue attending Palomar College? (Check appropriate reasons or write other reasons in the space provided).

(16) Financial----------(21)Not interested in school----------

(17) Marriage----------(22)Needed at home----------

(18) Illness----------(23)Moved near other college----------

(19) Low grades----------(24)Transferred to another college-------

(20) Military service----------(25)Name of college----------

(27) Other reason----------

As the items below apply to you, please indicate your degree of satisfaction while at Palomar College by encircling the appropriate number.

IBM Only	Well Satisfied	Satisfied	Not Satisfied	
(29)	1	2	3	Administrator-student relations
(30)	1	2	3	How did you like your instructors?
(31)	1	2	3	Counseling for a.(Personal problems
(32)	1	2	3	. . . . . .b.(Academic advisement
(33)	1	2	3	Prep. at Palomar for a.(Transfer to another school
(34)	1	2	3	. . . . . b. (Business career

	IBM Only	Well Satisfied	Satisfied	Not Satisfied	
(35)		1	2	3	Prep. at Palomar for c.(Technical Career or trade
(36)		1	2	3	Student activities
(37)		1	2	3	Library Services
(38)		1	2	3	Bookstore
(39)		1	2	3	Cafeteria
(40)		1	2	3	Art
(41)		1	2	3	Biological Science
(42)		1	2	3	Business
(43)		1	2	3	English
(44)		1	2	3	Foreign Language
(45)		1	2	3	Mathematics
(46)		1	2	3	Music
(47)		1	2	3	Physical Education
(48)		1	2	3	Physical Science
(49)		1	2	3	Social Science

(50) If a person considering entering Palomar were to ask my opinions I would say: _____.

(53) Other comment _____.

Please return the questionnaire as soon as possible in the enclosed postage-paid envelope. Thank you for your cooperation.

_____